

The logo features a green square background. At the top, there are three overlapping circles in shades of green, resembling a thought bubble. Below them, the words "Collegial Inquiry" are written in a large, white, sans-serif font. Underneath that, "Academy 39" is written in a smaller, white, sans-serif font.

# Collegial Inquiry

Academy 39

If you haven't completed the Collegial Inquiry Survey, please do so now.

**WELCOME!**

Are you ready to  
bring I.T. on?



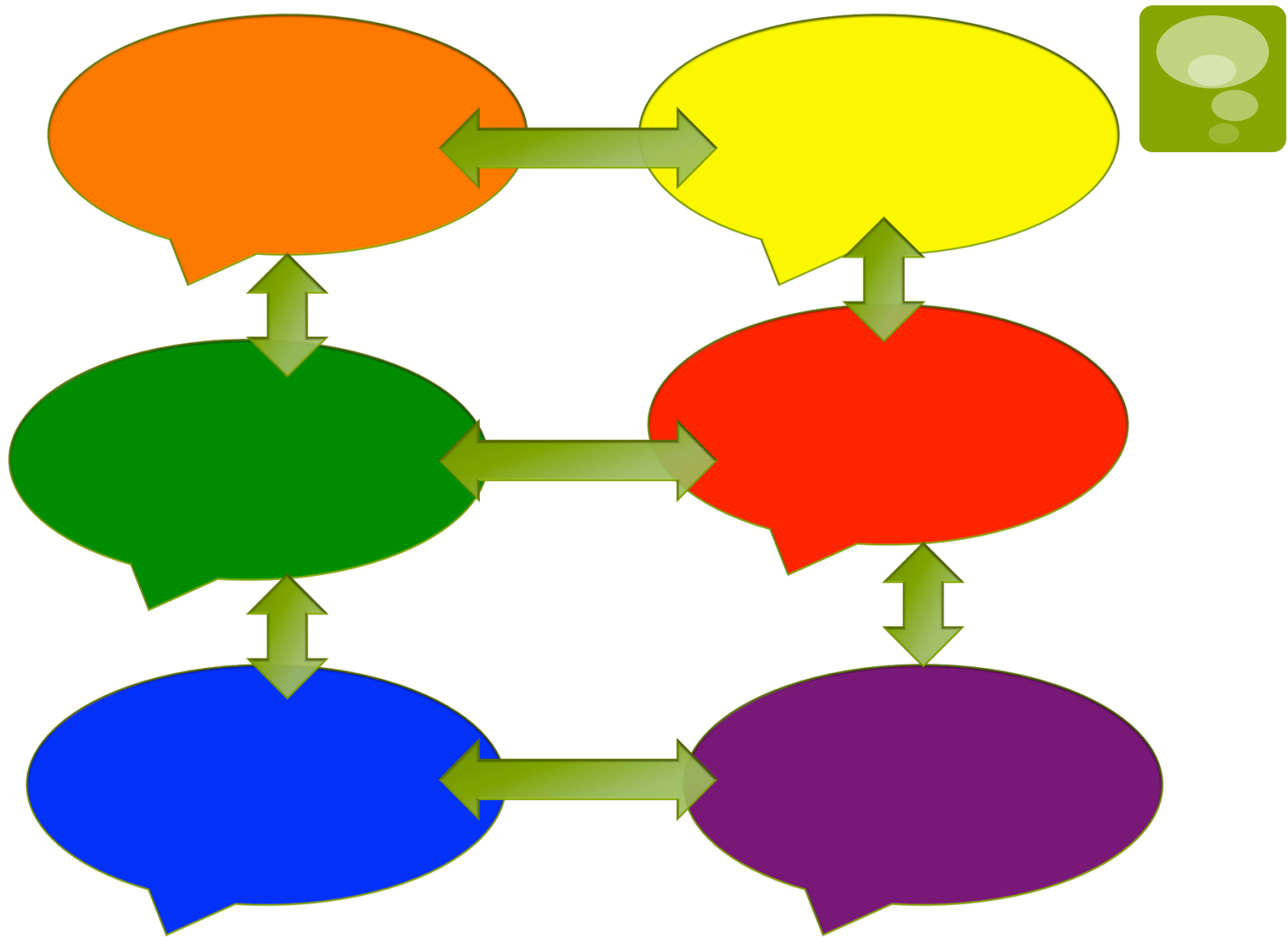
# Today's Agenda



- Ice-Breaker
- Defining Collegial Inquiry
- Review syllabus and how to use the wiki
- Planning for an I.T. meeting
- Scoring Inquiry Topics
- 5-minute break
- Writing Inquiry Questions
- Work with Team
- Reflection #1

What similarities exist amongst all three examples?	What questions come to mind after reading these three examples?





# What is Collegial Inquiry?



- Systematic inquiry, guided by questions instead of products
- Learner-centered approach to professional growth
- Stems from the tradition of action research, which emphasizes the notion that teachers can and should be involved in the study of their practice as a means for improving it
- Results in the discovery of new information



Cunningham, 2011

# Goals of Collegial Inquiry



**“For years...teachers have developed expertise in the art and science of teaching, but they’ve done it on their own. That’s the hard way to do it.”** –Robert Marzano, 2007

- Improve student learning
- Professional growth and improvement of educational practice
- Contribute to the development of the teaching profession
- Promote an environment of collegiality and collaboration
- Teacher empowerment



Mertler (2012)

# The Collegial Inquiry Cycle



## Stage 1: Planning

- Find a focus
- Develop a rationale
- Draft inquiry questions
- Identify criteria for success
- Plan action



## Stage 2: Implementation

- Take action
- Collect and analyze data
- Read and discuss professional literature and research
- Adjust course or refine questions as necessary



## Stage 3: Analysis and Reflection

- Analyze data
- Individual and group reflection on results and process
- Articulate answers to inquiry questions
- Ask new questions

# Sagor's Five-step Process



**1. Problem Formulation**



**2. Data Collection**



**3. Data Analysis**



**4. Reporting Results**



Sharing our practice is powerful and rewarding. It is imperative that teams share what they are learning through appropriate forums.



**5. Action Planning**



Since the purpose of our research is to improve teaching, the process won't be complete until plans are in place to incorporate what we learned.



# Establishing Ground Rules



- Discuss what constitutes a safe, productive, and supportive learning environment for each person
- Agree upon group norms

## **Examples:**

We will start and end on time.

We will come prepared.

We will stay on task and avoid side conversations.

We will listen respectfully to one another.





# Planning an Inquiry Meeting

Consider:

- **Logistics**-date, time, location
- **Content**-focus, agenda, purpose
- **Preparation**-materials, “homework”
- **Group roles**- Facilitator, Recorder, Time Keeper

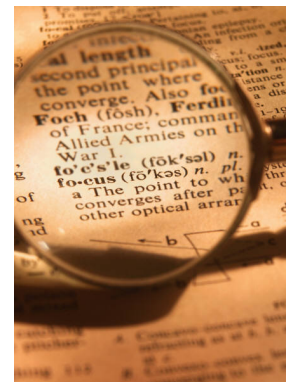


# Criteria for inquiry focus



- Connected to student needs
- Will result in improved educator knowledge, skills and efficiency
- Is job-embedded and will allow for applied practice
- Links to school/district goals
- Ideal for collaborative inquiry (complex, considered multiple perspectives)
- Could have a synergistic effect on other efforts

**Work with your teams to rate your topic using the Scoring Inquiry Topics tool, page 49.**



# Two Types of Inquiry

## Exploratory

- Inquiry involves gathering data about a topic or situation or reading research-based practices so that you can better understand a situation, approach, or strategy.



## Action-Oriented

- Start with a specific action or strategy group members want to use or are already using and form questions based on your knowledge or or experience with it.
- Data is collected based on the questions formed and practice is revised based on results.

# Using Inquiry Stems



## Exploratory Stems

- Why does..
- What is/are...
- What can we learn from...
- Which students are...
- What types of learners...
- What approaches might...
- What does the research say about....

## Action-Oriented Stems

- How will the use of \_\_\_\_ affect \_\_\_\_?
- How does \_\_\_\_ work in \_\_\_\_?
- What will happen when \_\_\_\_ is \_\_\_\_?
- What will we learn about \_\_\_\_ from the use of \_\_\_\_ in \_\_\_\_?

## Team time:



1. Develop inquiry questions (Use the Inquiry Stems handout for guidance).
2. Use the Planning Outline to identify target questions and action steps for your November team meeting.
3. Complete **Reflection #1** and turn into Jill and Romy
3. If time remains....
  - Navigate the wiki
  - Start Creating a Vision for Success